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17. ABSTRACT (MAX. 250 WORDS) The aim of an experimental preschool program for educationally deprived children was to prepare them for regular kindergarten classes. Activities and experiences were provided which helped the children express themselves verbally and become aware of their environment.

The budget for a 6-week program, including staff, program supplies, and transportation for field trips, was $4,800. Kindergarten rooms in a regular school building were used. Housewives manning car pools provided transportation to and from school. The staff consisted of a teacher-director, two teachers, a social worker, and ten high school students. The original population consisted of 42 four- and five-year-olds divided into two groups which were balanced according to race and sex.

Activities used in carrying out the program included show and tell, dramatics, puzzles, paper craft, cutting and pasting, story telling, listening to records, finger painting, and musical games. After three weeks the program was evaluated and several changes were instituted to extend opportunities for free expression, to set limits in all areas of the program, to make greater use of projects stemming from the child's culture, to make greater use of visual aids, to encourage unity as a class group, and to profit by the staff's awareness of some of its shortcomings. Such field trips as bakery and firehouse visits and train rides were taken. Opportunities for parent contact were used to encourage their understanding of the school situation.

The participants developed in learning to relate to their peers, to follow directions, to develop basic skills, to listen, and to carry out responsibilities. Suggestions for improvement included securing a staff with extensive knowledge of early childhood education, having access to adequate indoor and outdoor facilities and equipment, and preparing and planning the program carefully.

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EVALUATION OF EXPERIMENTAL PRE-SCHOOL PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN

1964

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Submitted By

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Ramapo Central School District No. 2
Spring Valley, New York

Dr. Merrill L. Colton
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UD0766

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ED002361

The writer wishes to thank the staff of the Pre-School Summer Program for the wonderful job they did this summer that has enabled her to write this report with such pride in the work accomplished.

Lucille M. Stewart

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EVALUATION OF SUMMER PROGRAM FOR PRE-SCHOOL CHILDREN

PREFACE

It should be noted that the writer considers this an evaluation of a program for educationally deprived children. It is felt that within their own environment these children have a culture but that it might differ in many respects from that of the school program in which he must participate in preparation for the world of today.

INTRODUCTION

An experimental program for a selected group of pre-school children, who would be entering kindergarten in September, was begun at North Main Street School, Ramapo Central School District #2, Spring Valley, New York on June 29, 1964. The planning and preparation for such a program were viewed from several aspects. Such issues arose as administrative responsibilities, staffing, housing, budgeting, transportation and, most important, selection of children. To answer these perplexing questions, it had to be first ascertained - What is the purpose of such a program? The main objective was seen as the preparation of a selected group of educationally deprived children for entrance into a regular kindergarten program by giving them a program that, it was hoped, would enable them to express themselves verbally and be aware of their world around them. It was believed that this hand picked group of children might benefit from such a program, since it was found that many children were not exposed to materials and experiences within their immediate environment that would best help them in their beginning school years.

The problems of housing, transportation, financing and staffing were considered in view of the length of time of such a program. Paramount in the thinking was the question of selection of children. What

criteria would be used and what methods would be developed to follow these criteria?

This evaluation will attempt to show how Ramapo Central School District #2, Spring Valley, New York attempted to answer such questions. The final answers resulted in a six weeks program carried out from June 29, 1964 through August 7, 1964, from 9:00 A.M. to 12 Noon five days a week. This reported evaluation will attempt to review each aspect of the program's development.

ADMINISTRATION

Administrative responsibilities pertained mainly to housing, financing and transportation details of such a program. The question of housing was answered by the use of two kindergarten rooms in one of the school buildings in the district. This building was selected in view of the fact that many of the children selected would be attending this particular school. The thought of using two schools - one for each group, since the enrollment of two schools were primarily involved - was negated due to the problem of transportation.

Transportation

Transportation, a major financial problem, was a portion of the program which involved the community to a great extent. One member of an Ad Hoc Committee of the community group, assumed the responsibility of forming a "car pool" to transport children to and from school in a door-to-door pickup. This pool consisted of seven cars, for a five day period, working from 8:45 A.M. to 9:05 A.M. and again from 12 Noon to 12:15 P.M. The drivers were housewives who volunteered the above mentioned times. Thus, a total of forty-two (42) cars and drivers were commandeered for the six week program.

Budget

A budget was then proposed in terms of staff, program supplies, transportation for field trips and any miscellaneous items it was felt might be necessary. This budget for a six week program was as follows:

Teacher-Director	$1000
Teachers (2 - $850)	1700
Social Worker	850
High School Students (10 - $60)	600
Supplies and Materials	300
Transportation (field trips)	250
Miscellaneous	100
Total Budget	$4800

POPULATION OF PROGRAM

Selection of Children

Before staffing or program plans were completely formulated, specific criteria were developed for the selection of the children. In order to determine the method of selection, several questions were asked. (1) What are the specific needs that must be determined? (2) How would educational deprivation be defined? (3) Would income be a prime factor in determining need? A suggested criteria of several points were used for selection.

1. Eligibility for kindergarten in September, 1964.
2. Absence of gross physical, mental and emotional handicaps.
3. Observed evidence of educational deprivation during interview by social worker in home visit and by teacher-director during individual screening interview with parent and child at the school.

    a. How child responds to questions
    b. Relationship of mother/guardian to child
    c. Child's overall reaction to interview

Home visits were made by the social worker in a house to house contact. A conscious effort was made to locate children of various backgrounds. From these home contacts, a face to face screening interview was held with each and every parent and child by the teacher-director. A screening intake form was devised for the interview with specific

questions asked. (See form page 23). Coupled with specific questions, the interviewer observed the parent and child during the interview and the interplay that followed. The general overall reaction to the interview was noted on the screening form. The social worker and the teacher-director as a team screened the children's applications and selections were made based on (1) need for such a program as observed in home contact and screening interview; (2) chronological age requirement for kindergarten and (3) no apparent mental, physical or emotional handicap. As had been hoped, the children were selected from varied backgrounds, the only shared criterion was a basic need for such a program.

Class Composition

The program began with forty-two (42) children ranging in age from 4.6 years (December 1, 1959) to 5.6 years (December 2, 1958). The children were divided into two specific groups, with twenty-one (21) in each group. The population breakdown into specific groups, as with the selection, was a team effort on the part of the social worker and teacher-director. Children were grouped as to their potential ability to get along with other children and their apparent shyness or lack of shyness during interview. Too, it was necessary to group according to racial background, as can be seen from the following table. It was felt there was a necessity to balance the groups according to race as well as the number of boys and girls who applied.

Distribution of Program Population
According to Race, Boys and Girls

Races	Total	Boys	Girls
	42	17	25
Negro	21	8	13
White	17	7	10
Puerto Rican	2	1	1
Mixed	2	1	1

The original population was estimated to be between thirty and forty children. After the first two weeks, additional parents heard of the program and showed interest. Therefore, as the two classes were filled, a waiting list was begun to fill in classes in case of dropouts. Fortunately there were no dropouts and the waiting list contained five names of children who would have met the requirements set up. There was a fee of $.25 charged. This was to give the parent and child a feeling of importance and assure them that they were not receiving charity.

PROGRAM STAFF

The immediate staff of the program consisted of a trained teacher who served as teacher-director, a trained social worker, two kindergarten teachers and ten assistant teachers, all under the direct supervision of the Director of Elementary Education. The teacher-director and the two kindergarten teachers were already staff members of the school district. The social worker was a member of the community who knew a number of people in the community through various other contacts.

The assistant teachers were all teen-agers from the Senior High School. These individuals were selected through several processes. Firstly, they were informed of the program by the school principal. Those interested filled out an application form, giving specific information about themselves. Some thirty-five students applied. The Guidance Counselor staff, as a team, reviewed these applications and chose twenty-one students. The teacher-director was then contacted and, again using the team approach, worked with the Guidance Counselor staff and selected fifteen students from the group of twenty-one. It then became the task of the teacher-director to select the ten best candidates from the group of fifteen applications. An individual interview was set up for the fifteen finalists. In order to determine the students best suited, several specific questions were used for the

interview. It was felt that the answers coupled with observation of student during interview would help in making final selections. The questions were stated in such a manner as to observe student's reaction and to obtain the most honest reactions. the questions used were:

1. Why do you want to work with these children?
2. How do you feel about criticism by yourself and by others?
3. How do you feel about crying by yourself and by others?
4. How would you feel if an unkempt child, desperately in need of a bath and the use of a handkerchief came running up to you in the morning for a hug and a kiss? What would be your reaction to this child?
5. What do you hope to give to the pro[illegible]m?
6. What do you hope to get from the program?
7. What do you hope to do with your life?
8. How do you feel about yourself? What do you think of yourself as a person?

From the answers received from these questions plus observations, applicants were given a plus, minus or a question mark. Consultation was again held with the Guidance Counselor Staff. Together the team selected the ten best candidates based on past knowledge of applicants, answers to questions and observation. Eight girls and two boys, ranging in age from fifteen to eighteen were selected. Four girls and one boy were assigned to each group of twenty-one children. The assistants were then assigned to a table with four to five children, either selected by themselves or their being chosen by the children.

Individual conferences were held with students to give them assurance. During these conferences, assistants were free to discuss any problem either personal or professional. Many brought out personal problems that related directly to their abilities to work with the children. To give them more responsibility, each, with the aid of another, was assigned the task of preparing a program for a day's activity. These they would discuss with the classroom teacher. The assistant teachers were informed early in the program that they would write an evaluation on each of their own children, plus an evaluation of the program as seen through the eyes of a "teen-ager".

Staff Meetings

During the first week of the program, spot staff meetings were held every day after the program to review any problems they were confronted with during the morning. This proved very helpful and was continued throughout the six week period. Weekly staff meetings were held on Fridays to review the program of the week. These were led by the trained staff in turn. Many suggestions for possible program, plus a review of problems that specific children presented was usually the theme of these meetings.

To review the program's aims and goals and for revamping certain segments, an extensive staff meeting was held at the end of a three week period. During this meeting the program was evaluated carefully and segments were either omitted, changed or elaborated upon with new program media included. This was based upon the team's observation of the children's growth during the first three weeks.

PROGRAMMING

Program Materials

In developing a program, equipment and materials for four and five year olds had to be purchased and collected. In consultation with the kindergarten teachers, specific program equipments were listed as needed to carry out an effective program. The large equipments were obtained from the kindergarten rooms in which the program was housed.

Large Moveable Equipment

2 large dump trucks
2 large tractors and trailer beds
2 busses
2 moving vans
1 large baby carriage
1 large reversible boat-step
1 large water-sand table (purchased)
2 24x36 unmounted mirrors (purchased)
2 pianos

Program Materials - Purchased

Pre-school puzzles	Finger paints and paper
Scissors	Tempera paints
Clay	Paste
Crayola - jumbo	Construction paper - colored
Manila drawing paper	Puppets - Negro & White
Pencils - jumbo	Kraft wrapping paper
Felt flannel board cutouts	Doll house dishes
Ironing board	Color cone
Small tug boats	Dolls - Negro & White
Community Helper Dolls	Irons
20 Sleeping mats for each class	

Audio Visual Equipment

2 tape recorders
2 record players
2 film strip machines
Childrens records
Film strips
Books
Magazines

Planning for First Three Week Period

A suggested program for a three week period was then determined with the idea of review at the end of the mid-period to reevaluate where the program had gone. Some of the activities included were:

1. Trips to 5 & 10, grocery stores and game farm to introduce another world of some knowledgeable concrete objects.

2. Community helpers visitation to class to better understand who they were and what they did as helpers.

3. Use of tape recorder for listening to own voice - stimulating questions and answers

4. Use of paints, paper, scissors and other materials and the handling of such material for creativity thus giving some activities where successful completion is assured.

5. Use of concrete objects - teaching their several names for recognition.

6. Free play activities - teaching and motivating an atmosphere of living and playing together.

7. Discussion of foods and actual making of an item of food in classroom.

8. Show and Tell - enabling children to proudly display and discuss articles belonging to the environment from which they come.

9. Dramatic play - learning to follow directions and permitting participation as a group.

10. Use of mirrors to motivate and stimulate an interest and investigation of own body image.

11. Use of rhythm instruments and rhythm records to develop sense of self expression and muscular development through the media of music.

The following table shows a week's program schedule as used during the first three weeks of the program.

Program Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9-9:30	Show & Tell	Dramatics	Free Play-Out	Visit to 5 & 10	Singing Time
9:30-10	Paper Craft	Arts & Crafts Jewelry Making	Paper Craft Magazine Cutting & Pasting	Picture Drawing of trip	Puzzle Time
10-10:30	Free Play	Picture Recognition	Water Play	Free Play	Water Play
10:30-11	********** Juice and Rest Period **********				
11-11:30	Finger Painting	Free Play	Musical Games	Active Games	Story Telling
11:30-12	Story Telling	Music Record	Story Record	Dramatics	Free Play

The program for the first three weeks involved all of the children in a specific activity for a given period of time. This was found to be necessary since observation revealed that the children had an ability to "hear" but were unable to "listen". Directions for an activity had to be given in sentence form, using a modulated voice. It was found that eye to eye as well as physical contact established a great rapport with the children. Teachers never stood when talking to the children but stooped to their eye level. It appeared that they began to trust the teacher when they could look into their eyes when talking to them. When the children arrived in the morning, the first ten minutes were

devoted to questions and answers within an individual group setting of teacher and four to five students.

The specific cultures of the individual child were taken into consideration. All information the child brought from his environment, where feasible, was discussed and information foreign to him, but pertaining to the same subject, was then introduced. In this way the children were aware of certain learnings in their own cultures but were also introduced to new and different ways for the same learnings from another culture. In order to bring this about, the first period of the program was more of a "telling" period with a limited amount of questions and answers. This, it was hoped, would enhance the children's ability to listen instead of only "hearing".

Re-Evaluation of Program

At the end of three weeks, a general staff meeting was held to review where the program had gone; what had been accomplished and where more controls and a firmer program could be begun, elaborating upon what had been accomplished during the first half session. Via team consultation, it was felt that growth had been apparent in the following areas:

1. Improvement in listening ability.
2. Improvement of working and playing ability in group situation.
3. Better able to express themselves orally.
4. Improvement in muscular development.
5. Better able to recognize specific materials and equipment.
6. Improvement in direction following.
7. Observation of children's beginning understanding of self image.
8. Improved relationship with adults, and a suggested recognition of adult relationship to them.
9. Beginning perception of spaces and shapes.

10. Beginning respect for personal belongings.

11. Beginning increase in attention span with focus on individual tasks.

In summation of the first three weeks, it was felt that a good deal of the beginning program developed the area of language arts that deals primarily with hearing. From this area program gradually motivated children in the area of speaking and listening. It had been noted that the area of learning dealing with communication through listening and speaking were the most difficult. It was found that the children had not developed the ability to listen, therefore had difficulty in actually speaking. Their abilities to hear were evident but it was felt that much hearing did not necessarily bring about listening and understanding. At times it appeared that the power of listening was blocked purposely. Therefore all phases of the program dealing primarily with audio communication -- directions, suggestions, criticism and praise for achievement -- had to be in the positive manner. Verbal contact by teachers had to be in complete "several word" sentences in a modulated tone of voice, thereby lessening the danger of the children's misunderstanding of classroom directions. Consequently, growth had been seen in span of attention, participation in activities, more successful completion of a given task and, it appeared, an eagerness to attend school each morning.

Based on the above noted growth, suggestions were then made for continued and additional programming that would promote continued and stronger growth in preparing these children for kindergarten. Some of the suggested ideas culled together through team "thinking" were:

1. Extended opportunities for free expression.

2. Setting firm limits in all areas of program.

3. Recognizing the rights of others developed further.

4. Further exposure to concrete similarity of activities to promote academic learning.

5. Increased development of learning projects emanating from child's own culture with improvement upon same.

6. Continuation of projects enabling children to gain a measure of successful achievement.

7. Greater use of visual aid materials to stimulate discussion.

8. More unity as a class group and gradual break from individual table groups.

9. Less teacher directed activities and more recognition of opportunities where pupil involvement can be enhanced through verbal participation stimulated by questions and answers.

10. More experiences that are challenging enabling the young mind to investigate within his own age span.

11. Continual visitation of community helpers stressing the concrete as a motivating force.

12. More awareness by staff of inclination to super-impose own middle class values in the classroom environment.

Revised Program

Since it was felt that the children had begun to develop the ability to listen, program was introduced in a new manner for the last three weeks. Instead of the entire class being involved in one activity, the classroom environment was completely revised. Each classroom housed five tables. Each table displayed a different activity. For example: one table for painting and drawing; one for puzzle work; one for picture book and magazine looking; one for scissor and paste work; and one for miscellaneous play. The doll corner, block area, music area, water table and large truck and moveable toys were also available. Each activity was supervised by the classroom teacher and assistant teachers. Children were free to move from one activity to another; the only stipulation being that they complete the project in whatever area they had begun before moving to a new activity.

As the interest waned from one activity to another, the assis-

tant teacher would move to supervise another program. It was noted that the children began responding to more activities. They also showed greater interest and questions began coming fast and furiously. Statements made by the children during this time were readily picked up and used for learning situations. Shared knowledge was greatly increased and children began learning from each other. For example: one child brought a rubber rabbit to school. When the teacher asked what it was, the child replied that it was a rabbit. Another child immediately put another point of view into the conversation by calling it a bunny. A childhood discussion ensued as to whether it was a bunny or a rabbit. The teacher used this opportunity to show the children they were both right and also introduce them to another word for bunny or rabbit (hare).

During the second three weeks trips were made to the community firehouse, to the local bakery, a train ride from one town to another and a long bus trip to the Gingerbread Castle. (This was a children's fairy tale castle depicting all fair tales children learn at home and in school. It showed many of the stories the children had learned in school and one that they had put on as a dramatic production.) An example of transferral of knowledge was evidenced in the enthusiasm the children showed for the train ride concession while visiting the castle. They immediately talked about the trip they had taken on their train trip from Suffern, New York to Ridgewood, New Jersey.

During this train ride the children had an opportunity to observe a train as it went forward, since they occupied the entire last car. On the return trip they occupied the entire front car and could observe the smoke coming from the engine. The conductor helped the learning situation by giving each child a punched ticket and telling him to keep it for the return trip. The children cherished these

tickets and the few who had dropped theirs were upset until they found the teacher had recovered them. They asked such questions as -- why are the tracks moving? where is the smoke going? why didn't the last car have seats (the caboose)?

The tape recorder and slide projector were used quite extensively. Teachers used the tape recorder in many areas -- discussion sessions; taping dramatic programs; recording singing time and extensively in individual groups, allowing children to hear their own voices. During the individual sessions children were able to hear mistakes in language usage and were helped to correct their mistakes. At times one or two children were involved but before long the activity would interest many more and a group of five or six would be participating.

The slide projector was used as a learning tool through a visual aid program. Some uses made of it was a discussion of teeth before a visit by the dental hygienist and a discussion of bread making before a visit to the bakery. Fairy stories were used to stimulate discussion. This was most effective when the record and slides were used as one media.

A large mirror was placed in a strategic place in each room and the children were allowed to go to and from at their own discretion. Some were observed examining their tongues, eyes and teeth. When this was seen, the teacher would take the mirror to the table and a discussion of parts of the body was given to the individual group. This particular activity, like the tape recorder, would interest one or two but before long a larger group would be participating and investigating themselves and the teacher.

ATTENDANCE

One indication of parent's reaction to the program as well as

children's pleasure at being in school was observed by attendance. Seventeen (17) children or 40% attended thirty to twenty-nine days with only one absence. Twenty-one (21) or 50% attended either all thirty days or had an absence of one or two days. Twenty-three (23) or 54% attended either all thirty days or had from one to three absences. In summary thirty-nine (39) or 92.6% of the population attended twenty or more days. Five of these were registered for twenty-five days. In determining the actual attendance of the entire population of the program, a breakdown was made of the attendance period and the number of children attending for that specific period. The following table shows an attendance breakdown:

Attendance Tabulation

Number of Children	Attendance by Days
9	30
8	29
4	28
2	27
4	26
3	25
0	24
4	23
3	22
1	21
1	20
1	12*
1	10*
1	8*

37 or 90.4%

39 or 92.6%

It was noted, as can be seen from the table, that the bulk of the children attended three-fourths of the program. The three children with twelve days or less were limited in attendance for the following reasons:

1. 12 days attendance - child became ill and mother removed from program.
2. 10 days attendance - child moved from district.
3. 8 days attendance - grandparent deceased and child left state.

Several incidents occurred with transportation whereby parents called school or either brought child to school. They stated that children were either crying or refusing to return into the house because their "teacher" (driver) might miss them and not take them to school. All the children seemed to enjoy school and there were several cases of children crying because school was over for the day.

The drivers reported the initial contacts they had with the children. They stated that the children seemed eager and friendly and talked freely about school. Many showed their drivers where other children lived and where to make specific turns to get to their homes. When the drivers appeared to take the children home several were observed refusing to get into a car, if it was not the same one they had come in that morning. It was felt that this was due to the children being taught at home about entering strange cars. However, as they began recognizing the drivers, the actual car was forgotten and the children began associating with the adult and ran to their own "teacher" driver.

PARENT PARTICIPATION

Parents, too, were involved in the program. They were invited to visit the classroom and participate in the program. One stipulation was that the parent not visit the classroom in which his child was enrolled. They either painted, pasted, made articles in arts and crafts or became involved with a group around the tape recorder. After a period of an hour and a half, a discussion group was held which offered further insight into each child's background. These groups were attended by parents, principal, teacher-director, classroom teacher and social worker. Parents were grouped in such a manner that they would feel comfortable with one another. It was found

that when the parents were grouped according to interest and education, they were more opened and freely discussed the problems of their children in the home situation. It was interesting to note how easily the parents opened up and discussed their children when they found that they were not alone in their concerns and that other parents had the same concerns and problem as they. Every possible opportunity for contact with parents was utilized to bring them into closer contact with the school situation and lessen their sense of alienation from the school environment. (A more extensive report on parent participation and involvement will be submitted by the social worker.)

SUGGESTIONS AND RECOMMENDATIONS

In evaluating the entire six weeks program from the beginning to end, it has been observed that several suggestions and recommendations might be helpful in terms of planning for future programs for the educationally deprived child.

Staff

Prime and foremost will be the staff working with these children. If the ages of the children will continue to be four to five year olds, it would be advisable to have a team who has knowledge of early childhood education -- preferably nursery through first grade training. The team should also consist of a trained social worker who has a knowledge of deprivation and what to expect in terms of home visits and hostility, if any on the part of parents. The person who supervises said program should have some knowledge too of early childhood education plus an ability to make children and parents feel important and needed. The personality of the trained team is of utmost importance since feelings will run high among parents and children. The use of teenagers as assistants was very helpful. It was found that in

selecting such students care should be used. They bring youth and freshness to the program and a willingness to learn and to give of themselves fully. More time should be taken in orientation of staff plus having a workshop period to introduce them to new program media. During this orientation session, role playing could be a great part of the in-training program acquainting the teachers with possible situations they might encounter with their groups.

More time needs to be devoted to individual conferences. It helps the assistants face some of their own personal problems and helps them better understand the children with whom they are responsible.

Housing

The housing of such a program needs careful consideration. There should be access to out-door playground equipment plus facilities permitting children space to run and romp. If possible, the classroom should be set up as nearly like a kindergarten room as possible. The use of pictures depicting all walks of life with all cultural groups should be placed at the children's eye level so that they may motivate questions and answers. Children should have, where feasible, their own resting mats, resting area, cubby and wall space for their work. It was observed that children had developed pride in something that was truly their "own private property".

Transportation

A great financial problem is transportation. Community involved parents helped with this past summer program. Care should be taken in this area in relation to insurance for transporting children. Consideration should be given to setting up a more specific time table if the community will continue to be responsible for transportation.

The Program Per Se

Before the above three items are even considered, care should be

taken in the establishment of a program. Careful planning is of paramount importance. A carelessly developed program could destroy any progress or gains made over the summer with the experimental program. Good preparation and planning cannot be done in several months. Too many specifics have to be taken into consideration. Before beginning planning of the program consideration should be given to the necessity and length of such a program. Offered here are several questions which might be considered in program planning.

1. Is a program of a year's duration absolutely necessary?
2. Will volunteer help be qualified to meet the needs and understand the problems of the deprived child AND parent?
3. Is there specific evidence to warrant the need for a program for children under four years of age?
4. Will a summer program with more weeks added meet the needs of the children in suburbia?
5. Is there a supplementary program that can be carried out by the community, with trained help, from three to five evenings a week?
6. How much community volunteer help is needed if such a program is developed? Is this help dependable?
7. Can such a program cover a larger age group and include those of first and second grade levels?
8. What are the housing, transportation and financing problems that might be encountered?
9. Who will sponsor such groups? Where will the staff be recruited? Will this staff constitute a monetary expenditure? Where will these finances be obtained?

SUMMARY

This paper has attempted to show how a pre-school kindergarten summer program was developed. It shows some of the administrative and program problems that had to be resolved before the program was begun. It is felt that the children had developed greatly from this six week school experience. They had learned to play harmoniously with their

peers; to follow a schedule and follow directions. They had learned to paste, paint, cut paper and color many for the first time in their lives. They had learned songs and how to sing together. They had learned to handle certain material and carry out, with a sense of sureness, the small responsibilities given them. They had developed the ability to listen and from this put on their own dramatic production.

They were able to relate to an adult outside of the school environment in their relationship with the assistant teacher. Many had the opportunity to get better acquainted with this teacher through individual trips they made after the school day ended at 12 noon. They had opportunities to vist the beaches, go to lunch, visit the teacher's home and visit department stores. In essence they had the teacher all to themselves for several hours at least one day as a substitute "mother".

But the biggest question - "How extensive and prolonged the growth" - cannot be answered until the children, enrolled in the past summer program, have been observed in the kindergarten setting at specific intervals. From this observation, many questions can be answered in relation to the validity of the program and the length of time such a program should exist in order to meet the needs of the deprived children of Spring Valley, New York. This conclusion must be made in light of the fact that the children of this area differ greatly from those of the city; therefore the need for an ongoing full time program may not be warranted. The possibilities of supplementation by an afternoon-after school program needs careful investigation.

PRE-SCHOOL INTERVIEW FORM

NAME_____BIRTHDATE_____SEX_____

ADDRESS_____TELEPHONE NUMBER_____

EMERGENCY TELEPHONE NUMBER_____

FATHER'S NAME_____OCCUPATION_____

MOTHER'S NAME_____OCCUPATION_____

CHURCH AFFILIATION_____LANGUAGE SPOKEN IN HOME_____

YEARS EDUCATION: MOTHER_____FATHER_____

LIVING IN NEW YORK STATE_____LIVING IN SPRING VALLEY_____

BROTHERS AND SISTERS: BIRTHDATES

EATING HABITS:

TOILET TRAINED:_____

HEALTH HISTORY:_____

SPECIFIC INFORMATION GIVEN ABOUT CHILD:

REMARKS OF INTERVIEWER: